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ABSTRACT

This brochure explains the teacher exchange program carried out by the U.S. Office of Education in cooperation with the Department of State. It provided details of the opportunities available for qualified American teachers to teach abroad for the 1974-75 academic year, primarily in the elementary and secondary schools of other countries. It also notes that, with the cooperation of American schools, teachers from other countries may teach for an academic year in the United States under the same program. The brochure contains information on opportunities for participation in selected short-term seminars abroad in 1974-75. (JB)

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OPPORTUNITIES ABROAD FOR TEACHERS 1974-75

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- TEACHING
- SEMINARS

Authorized by

Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961 [the Fulbright-Hays Act]; and Public Law 83-480, the Agricultural Trade Development and Assistance Act of 1954, section 104 (b)(2) and (3).

Administered by

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INTRODUCTION

The principal purpose of this brochure is to explain the teacher exchange program carried out by the U.S. Office of Education in cooperation with the Department of State.

It provides details of the opportunities available for qualified American teachers to teach abroad for the 1974-75 academic year, primarily in the elementary and secondary schools of other countries. With the cooperation of American schools, teachers from other countries may teach for an academic year in the United States under the same program.

The brochure also contains information on opportunities for participation in selected short-term seminars abroad in 1974-75.

Application for the grants described within this brochure should be made through the Division of International Exchange and Training, Institute of International Studies, Office of Education, Education Division, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

THE INTERNATIONAL EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM

Legislative Authority and Purpose

The international educational and cultural exchange program is authorized by the Mutual Educational and Cultural Exchange Act of 1961 (the Fulbright-Hays Act, Public Law 87-256). The program's purpose is to increase mutual understanding between the people of the United States and those in other countries by means of educational and cultural exchange. Grants under this program and the related programs included in this brochure are subject to the availability of funds from the sources indicated.

The Board of Foreign Scholarships

The Board of Foreign Scholarships gives policy direction to the Fulbright-Hays program, makes the final selection of grantees, and supervises the planning and operation of the program. Appointed by the President, the Board is composed of 12 prominent American citizens active in educational and cultural affairs. A secretariat for the Board of Foreign Scholarships is provided by the Department of State.

The Department of State

The Bureau of Educational and Cultural Affairs of the Department of State has general responsibility for most of the educational and cultural exchange programs authorized by the Fulbright-Hays Act. To help administer the Fulbright-Hays programs abroad, binational educational commissions or foundations have been established in many countries.

Twenty of the countries involved cooperate in financing the Fulbright-Hays exchange program. The following countries where there are opportunities for teachers

under the program have joint financial arrangements with the United States: Belgium, Denmark, Federal Republic of Germany, Italy, Netherlands, New Zealand, and the United Kingdom. In other countries, the Embassy of the United States assumes administrative responsibility.

Within the United States the Department of State has designated three agencies to help administer the educational exchange program. These agencies and the types of grants for which they are responsible are listed on the inside back cover of this brochure.

The Office of Education

The Institute of International Studies in the U.S. Office of Education helps administer the educational exchange program for teachers. It publishes an annual announcement of opportunities and conducts the national competition for the grants to be awarded. The Institute staff reviews applications, arranges exchanges between American and foreign teachers, and recommends American candidates to the Department of State and the Board of Foreign Scholarships for grants to teach or to attend seminars abroad. It also obtains positions in American schools for teachers from other countries who have been recommended by the various binational educational commissions or foundations.

Regional interviewing committees in various parts of the United States do the preliminary screening of applicants. These 59 committees conduct personal interviews with applicants in their respective areas. The National Conference on International Teacher Exchange, composed of representatives of 18 national organizations interested in international educational exchange, also assists the Institute in an advisory capacity.

TYPES OF ARRANGEMENTS FOR TEACHING ABROAD

Three types of arrangements have been made by the United States with various countries for Americans wishing to teach abroad. Arrangements I and II provide for interchange (direct exchange) of positions by American teachers and foreign teachers. Arrangement III provides for one-way placement of American teachers abroad. In arrangements for interchanges, foreign teachers are recommended by the binational educational commission or foundation in their own coutries. American school officials are then asked to review and approve the qualifications of foreign teachers who are proposed in exchange for American teachers.

Arrangement I: Interchange positions with Canada and the United Kingdom

The American teacher secures a leave of absence with pay. The school granting the leave must be willing to accept a foreign teacher in exchange. The foreign teacher also secures a leave of absence with pay. In addition, the British teachers receive a supplemental grant from their Ministry of Education and Science to assist in meeting the higher living costs in the United States. In short, each teacher is paid his or her regular salary by his or her home school system. Teachers going to Canada or the United Kingdom are responsible for the full cost of their transportation.

Arrangment II: Interchange positions with other countries

The American teacher secures a leave of absence without pay. The school must be willing to accept a foreign teacher in exchange and to pay the foreign teacher a salary based upon his training and experience and the

local salary schedule. The American and the foreign teachers receive grants to cover their round-trip transportation. While overseas, the American teacher receives a maintenance allowance in lieu of salary in the currency of the host country from the binational educational commission or foundation in that country. (American teachers in Switzerland receive no grants for round-trip transportation and are paid by the host schools.)

The Arrangement II pattern is used with the following countries:

Belgium/Luxembourg	New Zealand
Federal Republic of Germany	Switzerland

Arrangement III: One-way positions abroad

No exchange of positions is involved in this arrangement. The American teacher secures a leave of absence without pay. While abroad, he or she receives a maintenance allowance in lieu of salary in the currency of the host country. Round-trip transportation is provided, with the exception of Switzerland. (American teachers in Switzerland receive no grants for round-trip transportation and are paid by the host schools.)

The Arrangement III pattern is used with the following countries:

Belgium/Luxembourg	Iran
Denmark	Republic of Korea
Federal Republic of Germany	Laos
Greece	Switzerland
Indonesia	Republic of Viet-Nam

One-way positions may become available in other countries, particularly for teachers of English as a second or foreign language.

TERMS OF AWARD

Transportation

Teaching

With the exception of Canada, Switzerland, and the United Kingdom, grants to teach abroad provide round-trip transportation between the grantee's permanent residence in the United States and his or her destination in the host country. NO TRANSPORTATION IS PROVIDED FOR DEPENDENTS. Any costs for dependents' travel are the responsibility of the grantee. Teachers interested in taking their families should investigate the cost of transportation for their dependents before applying.

Seminars

Grants to attend seminars provide round-trip transportation between the grantee's permanent residence in the United States and his or her destination in the host country with two exceptions. In the art seminar in Belgium and the Netherlands, participants will receive round-trip transportation from New York City. In the Italian language seminar, participants must bear their own travel costs. NO TRANSPORTATION IS PROVIDED FOR DEPENDENTS.

Maintenance Allowance

Teaching

A grantee's maintenance allowance, paid in the currency of the host country, is based on the cost of living within that country, not on the amount of the grantee's salary in the United States, and should be sufficient to cover actual living expenses for the grantee and his accompanying dependents while abroad.

Seminars

Grantees participating in the seminar in Germany or in the classics seminar in Italy are responsible for their own maintenance expenses. Generally speaking, maintenance is provided for individuals participating in seminars in India and in Italy for the Italian language seminar. Participants in the art seminar in Belgium and the Netherlands will receive a partial maintenance grant.

Accompanying Dependents

Teaching

In countries where a maintenance allowance is provided, it is adjusted in relation to the number of dependents accompanying the grantee overseas. Accompanying dependents may include the wife, husband, unmarried children under 21 years of age (or any age if incapable of self-support), or the grantee's mother or father (if incapable of self-support).

Seminars

Grantees participating in seminars must agree that neither dependents, relatives, nor friends will accompany or join them for the duration of the seminar.

Supplemental Dollar Grants

Subject to appropriations available to the Department of State, supplemental dollar grants ranging from $1,000 to $2,500 may be awarded to teachers going to certain countries outside Western Europe.

Taxation of Awards

Awards received for teaching abroad, whether paid in foreign currency or in dollars, are subject to U.S. income tax. Information regarding the tax provisions applicable to awards may be obtained from the Office of International Operations, Internal Revenue Service, Washington, D.C. 20225.

APPLICATIONS

Eligibility Requirements

Elementary and secondary school teachers, college instructors, and assistant professors are eligible to participate in the teacher exchange program. (Associate professors and full professors are not eligible.) An applicant must have at least a bachelor's degree and must be a U.S. citizen at the time of application. Facility in the language of the host country is a prerequisite for some grants and an asset for all.

Suitable evidence of good health and of emotional maturity and stability is necessary. An applicant is required to have a physical examination at his own expense.

Teaching

An applicant must have 3 years of successful, full-time teaching experience, preferably in the subject field and at the level of the position for which application is made. Application may be made during the third year of teaching. Two years of teaching English as a foreign language may be acceptable in Indonesia, Korea, Laos, and Viet-Nam.

Seminars

An applicant for a seminar for teachers must have 2 years of successful, full-time teaching experience and must be teaching currently in the field of the seminar. An applicant for a seminar for social studies supervisors and curriculum directors must have 3 years of experience and be employed professionally in the field covered by the seminar for which he is applying. Application may be made during the second year of teaching or the third year of supervising.

Other Factors Affecting Eligibility

Other considerations being equal, persons under 50 years of age and veterans will be given preference.

A teacher who has received a grant previously under the program may apply for a second grant to a different country. However, in view of the small size of the program and the objective that as many teachers as possible have the opportunity to participate, preference necessarily will be given to candidates who have not had a previous grant.

A candidate who has received a seminar grant previously is eligible for a teaching grant to the same country.

Both husband and wife may apply for grants. However, because of the limited number of positions available, it is seldom possible to arrange suitable assignments in the same locality.

Application Deadline

Applications from individuals for grants to teach abroad during the 1974-75 academic year and to attend seminars abroad during the summer of 1974 should be made before *November 1, 1973*. Applications received after November 1 will be considered only for grants for which additional candidates are needed.

Applications should be sent to:

Teacher Exchange Section, DIET
Institute of International Studies
Office of Education/Education Division
U.S. Department of Health,
Education, and Welfare
Washington, D.C. 20202

Notification of Awards

All applicants will be notified of the final action taken on their applications by the Board of Foreign Scholarships. It should be noted that it is not the policy of the Board of Foreign Scholarships to give reasons for the selection or nonselection of individual

candidates. Applicants for summer seminars and for one-way positions may expect to be notified in March or April. Applicants for interchange positions, which require approval of school authorities in the United States and in the other country, may expect to be notified in April or May. Applicants for the spring seminar in India for social studies supervisors and curriculum directors may expect to be notified before January 15, 1974. No grant should be considered official until a letter of award is received.

Reapplication

A candidate who is not selected for a grant may reapply in a subsequent year. A request for renewal of application should be made during the regular application period, *September 1* to *November 1, 1973.*

GRANTS FOR 1974-75 TEACHING POSITIONS*

Participating Countries

Belgium/Luxembourg	Republic of Korea
Canada	Laos
Denmark	New Zealand
Federal Republic of Germany	Switzerland
Greece	United Kingdom
Indonesia	Republic of Viet-Nam
Iran	

Belgium/Luxembourg

Arrangement: II or III

Subject and/or level: English language and literature

Two American teachers will be assigned to schools in Belgium or Luxembourg, either on an interchange or one-way basis, to supplement the work of the local teachers of English language and literature. The interchange arrangement is preferable because the American school will receive a Belgian teacher of French to replace the American teacher. Both teachers of English with experience in teaching English to adults and also teachers of French who are qualified to teach English and have taught it, are encouraged to apply.

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* See pp. 5 and 6, "Types of Arrangements for Teaching Abroad."

Canada

Arrangement: *I*

Subject and/or level: Elementary
Secondary

American and Canadian teachers may interchange teaching positions at the elementary and secondary levels in all subject fields. Teaching conditions in Canada, such as the opening and closing dates of school and teaching load and facilities, are similar to those in the United States. It is hoped that the teacher exchange program with Canada can be broadened by developing school-to-school and city-to-city affiliations. Under this plan, school authorities agree to exchange teachers at certain grade levels or in certain subject fields previously agreed upon. School administrators interested in this type of arrangement should indicate the city or school in Canada with which they wish to affiliate and the grade or subject field of the teachers concerned.

Denmark

Arrangement: *III*

Subject and/or level: American literature

One American teacher will be assigned to teach American literature in Danish secondary schools and teacher education colleges. Only teachers of literature will be considered. A knowledge of Danish is not required, but is helpful.

Federal Republic of Germany

Arrangement: *II or III*

Subject and/or level: Chemistry
English language and literature
History
Mathematics
Physics
Elementary grades 1 to 6

Some American teachers will be placed in secondary schools of the Federal Republic of Germany to teach chemistry, English language and literature, history, mathematics, or physics. Although classes are conducted in English, fluency in German is essential. Teachers should be prepared to speak on American life, culture, and education to various local clubs and civic groups. Preference will be given to teachers whose schools will accept a teacher from Germany. The German teachers usually are qualified to teach German, other foreign languages, history, or physical education.

One or two American teachers may be assigned on a one-way basis to the John F. Kennedy School in Berlin. This is a bilingual school (grades 1 to 12) that has been integrated into the Berlin public education system. Fluency in German is essential.

Greece

Arrangement: III

Subject and/or level: American literature
Counseling or counselor training
New science

One or two American teachers may be assigned to lecture in American literature at the University of Athens and/or the University of Thessaloniki. A teacher of the "new physics," with good laboratory experience, will be assigned to Athens College. A counselor or counselor trainer will be assigned to Anatolia College. Teachers in the American-related schools (Athens College and Anatolia College) may be expected to assist in revising curriculums and developing program materials for classroom and laboratory use.

Preference will be given to candidates with specialized training and experience in these fields. A knowledge of Greek is not required.

Indonesia

Arrangement: III

Subject and/or level: English as a foreign language

Several grants may be available for teaching English as a foreign language in teacher education institutions in the provinces. Applicants must have a master's degree in English as a foreign language and preferably 2 years of teaching experience in this field.

Iran

Arrangement: III

Subject and/or level: English language teaching

One American teacher will be assigned to Tehran Polytechnic Institute, with additional affiliations with other institutions in Iran if the grantee's schedule permits. The assignment will include the development of material for teaching technical English.

Republic of Korea

Arrangement: III

Subject and/or level: English as a foreign language

It is expected that grants will be available to teach English as a foreign language at the Language Teaching Research Center in Seoul. Preference will be given to teachers with special training and experience in this field.

Laos

Arrangement: III

Subject and/or level: English as a foreign language

A number of grants may be awarded to American teachers to teach English as a foreign language in the national secondary schools of Laos. The positions will be in the capital city of Vientiane or in a provincial town. A good knowledge of French is required.

New Zealand

Arrangement: II

Subject and/or level: Elementary
Secondary

A number of American teachers will be placed in New Zealand public schools and will assume the classroom responsibilities of the New Zealand teachers they replace.

Special arrangements have been made to permit American teachers to take up their duties at the beginning of the final term of the New Zealand school year. In elementary schools this term opens the first week of September; in secondary schools it opens the second week. Teachers will serve until the following August, with vacation periods of approximately 6 weeks beginning in mid-December and 2 weeks during May.

Switzerland

Arrangement: II or III

Subject and/or level: 11th and 12th grades
College-level subjects

Some positions for teachers of 11th- and 12th-grade subjects and for instructors and assistant professors from junior or community colleges may be available for teaching in the upper grades of college preparatory schools in Switzerland.

Teachers of English and American literature, preferably with knowledge of French or German, are eligible for consideration. Teachers of the sciences, mathematics, music, or physical education who are fluent in French or German and can instruct in one of those languages are also eligible.

Teachers will receive salaries paid in Swiss francs by Swiss schools. Successful candidates will be expected to pay their own travel costs.

United Kingdom

Arrangement: I

Subject and/or level: All subject fields in kindergarten through junior college

Some subject fields in teacher education institutions

Approximately 90 interchanges with teachers from the United Kingdom are made in all subject fields and at all levels from kindergarten through junior college.

At the secondary level, interchanges are usually arranged in economics, English, geography, history (world or European), mathematics, and science. It is sometimes possible, however, to arrange interchanges in other fields, such as art, business education, choral music, home economics, industrial arts, Latin, modern foreign languages, physical education, and special education.

At teacher education institutions, opportunities may be available in geography, infant and nursery school education, mathematics, physical education, and other subject fields. There also may be opportunities in colleges of further education and technical colleges for teachers of agricultural sciences, art, engineering, industrial arts, industrial relations, or mathematics.

Teachers may be placed in any location in England, Northern Ireland, Scotland, or Wales and each will be responsible for a full-time teaching assignment. They will be expected to assume extracurricular duties, participate in community activities, and speak before local groups on life in the United States. Most schools open in September and close in late July.

Republic of Viet-Nam

Arrangement: III

Subject and/or level: English as a foreign language

A number of grants may be awarded to American teachers to teach English as a foreign language in Viet-Nam. Assignment possibilities include universities in Cantho, Dalat, Hue, and Saigon.

GRANTS FOR SEMINARS ABROAD

International Educational and Cultural Exchange Seminars

Summer seminar in Belgium and the Netherlands for teachers of art and art history

American secondary school teachers, supervisors, and community and junior college teachers of art and art history are eligible to receive grants to attend a summer course in art and architecture in Belgium and the Netherlands during June and July (from approximately June 17 through July 24, 1974). Three weeks will be spent in Belgium and three weeks in the Netherlands. The program will include lectures and visits to art museums.

The program is designed for well-qualified young teachers who have not had previous experience in these countries. Candidates must be currently teaching art and/or art history. Preference will be given to teachers who have a master's degree in art and who are not more than 35 years of age.

The grant will provide round-trip transportation from New York City to Belgium and the Netherlands and a per diem of $15. A participant will be responsible for expenses that are not covered by the per diem. It is suggested that a participant bring an additional $15 to $20 per day for the period of the seminar. Dependents, relatives, or friends may not accompany nor join a grantee for the duration of the seminar.

Summer seminar in Germany for teachers of the German language

American elementary and secondary school teachers, college instructors, and assistant professors of German are eligible to receive grants to attend a seminar in the Federal Republic of Germany during July and August.

The seminar will be conducted by the Goethe-Institut. The program will include 3 weeks in Munich with other foreign teachers of German for lectures and discussions on German language, literature, and culture; 3 weeks of study in language and literature at other Goethe-Institut training centers; a week of travel to various educational and cultural centers in Germany; and an educational visit to the city of Berlin.

Candidates must be teaching German currently. Preference will be given to teachers between 25 and 45 years of age who have never studied in Germany.

The grant will provide round-trip transportation from the grantee's permanent residence and some transportation within Germany in connection with the seminar. A participant will be responsible for tuition fees and maintenance expenses, estimated to be $700; and is advised to bring additional funds for private travel and recreation. Dependents, relatives, or friends may not accompany or join a grantee for the duration of the seminar.

The Government of the Federal Republic of Germany may award 20 additional grants to attend this seminar. The requirements for these grants will be the same, except that preference will be given to candidates under 50 years of age.

Summer seminar in Italy for teachers of the classics

American secondary school teachers, college instructors, and assistant professors of the classics are eligible to receive grants to attend a seminar in Italy during July and August (from June 24 to August 16 or 19, 1974).

The seminar is designed to give American teachers a better understanding of the life, culture, and civilization of ancient Rome. The first phase of the program will consist of 6 weeks of study at the Summer School of Classical Studies of the American Academy in Rome. There will be daily visits, preceded by explanatory lectures, to sites, monuments, excavations, and museums in or near Rome; and weekly field trips to key places of interest outside Rome. Teachers will be given an opportunity to work for the Academy certificate recommending 6 hours of credit in American graduate schools.

The second phase of the program will consist of a 10-day study period at the Vergilian Society Classical Summer School at Cumae with visits to the antiquities in and around Naples.

Candidates must be currently teaching Latin or Greek. Preference will be given those who have a master's degree in the classics and who have not previously studied in Italy.

The grant will provide tuition fees, round-trip transportation and travel from the grantee's permanent residence, and transportation within Italy in connection with the seminar. A participant will be responsible for maintenance expenses, estimated to be $700; and is advised to bring additional funds for private travel and recreation. Dependents, relatives, or friends may not accompany or join a grantee for the duration of the seminar.

Summer seminar in Italy for teachers of the Italian language

American secondary school teachers of Italian are eligible to participate in the 3-week international seminar for teachers sponsored by the Italian Ministry of Public Instruction at the University for Foreigners at Perugia, from late July to mid-August. Candidates must currently be teaching Italian.

The Italian Ministry of Public Instruction will provide tuition fees, free room, and board. Travel and incidental expenses must be borne by the participant. Dependents, relatives, or friends may not accompany or join a participant for the duration of the seminar.

Other Seminars

In addition to the seminars previously described, which are carried out in conjunction with the State Department Fulbright-Hays program, the Office of Education sponsors and funds from its own appropriations a variety of seminars and workshops abroad of interest to teachers and curriculum specialists in elementary, secondary, and teacher education programs. Most of these projects are planned and carried out by American colleges and universities or State departments of education in connection with their ongoing programs, but three are especially designed to provide opportunities for teachers and supervisors on a nationwide basis. These three seminars are described below and on pages 22 and 23. For further information on the other opportunities, see "Group Projects Abroad" on page 20 of Research and Training Opportunities Abroad: 1974-75.

Summer seminar in India for teachers of world of Asian history

Subject to the availability of funds under Public Law 83-480, grants to attend an 8-week seminar in India during July and August will be awarded to American secondary school teachers of world or Asian history.

The seminar is designed to give American teachers a survey of Indian history, institutions, and culture, and a firsthand experience in modern India to enrich their teaching. The program is expected to include an orientation in New Delhi, 5 weeks of intensive study, 2 weeks of related educational field trips within India, and a 2-day terminal conference in Bombay.

Candidates should have a master's degree in history and currently be teaching world or Asian history. Preference will be given to teachers who have not had previous experience in Asia.

The grant will provide for the cost of instruction, round-trip transportation from the grantee's permanent residence, and some transportation within India in

connection with the seminar. A modest allowance in Indian rupees will cover most of the daily maintenance cost. A small allowance for books and educational materials also will be provided. A grantee is advised to bring approximately $300 for private travel, recreation and miscellaneous expenses. Dependents, relatives, or friends may not accompany or join a grantee for the duration of the seminar.

Spring seminar in India for social studies supervisors and curriculum directors

Subject to the availability of funds under Public Law 83-480, grants will be available for supervisors or curriculum directors of elementary and/or secondary school history or social studies to participate in an 8-week seminar in Indian history, institutions, and culture in the spring of 1974.

The academic program will begin in New Delhi in March 1974, and will include classroom lectures and discussion and a review of a variety of educational materials such as books, films, and maps. Topics will include the arts, geography, history, and social and economic life in India. Six weeks of formal study will be followed by two weeks of related educational field trips to Bombay, Calcutta, and Madras.

Preference will be given to curriculum supervisors from State departments of education and large school systems who have a master's degree in the field of social science, supervision, or curriculum development; have 3 years of experience as full-time administrators or supervisors; and are under 50 years of age.

The grant will provide the cost of instruction, round-trip transportation from the grantee's permanent residence, and some transportation within India in connection with the seminar. A modest allowance in Indian rupees will cover most of the daily maintenance cost. A small allowance for books and educational materials will also be provided. A grantee is advised to bring approximately $300 for private travel, recreation, and miscellaneous expenses. Dependents, relatives, or friends may not accompany or join a grantee for the duration of the seminar.

Summer seminar in Pakistan for teachers of world or Asian history

Subject to the availability of funds under Public Law 83-480 and the concurrence of the Government of Pakistan, it is hoped that grants will be available to enable American secondary school teachers of world or Asian history to participate in an 8-week seminar in Pakistan during July and August.

The seminar would be designed to give teachers a survey of the history of Pakistan, its institutions and culture, and a firsthand educational experience in modern Pakistan to enrich their teaching. The program is expected to include an orientation in Islamabad, 5 weeks of intensive study, 2 weeks of related educational field trips within Pakistan, and a 2-day terminal conference in Karachi.

Candidates should have a master's degree in history and currently be teaching world or Asian history. Preference will be given to teachers who have not had previous experience in Asia. The grant will provide for the cost of instruction, round-trip transportation from the grantee's permanent residence or from New York City, and some transportation within Pakistan in connection with the program. A modest allowance in Pakistani rupees will partially cover the daily maintenance cost. A small allowance for books and educational materials also will be provided. A grantee is advised to bring about $300 for private travel, recreation, and miscellaneous expenses. Dependents, relatives, or friends may not accompany or join a grantee for the duration of the seminar.

TEACHERS FROM ABROAD
AVAILABLE FOR TEACHING POSITIONS
IN THE UNITED STATES

A number of well-qualified foreign teachers are expected to be available for the 1974-75 school year for placement in U.S. schools that are prepared to provide dollar salaries commensurate with each teacher's qualifications and experience. This arrangement does not involve an exchange of positions with American teachers. Positions would be for 1 year with the possibility of renewal for an additional year.

Recommended by the binational educational commission or foundation in their own countries, teacher candidates are expected from several countries in Asia, Europe, and Latin America.

Usually 25 to 50 years of age and with a good command of the English language, candidates include teachers of English, French, German, Italian, Japanese, Latin, or Spanish languages, or combinations of these languages, and teachers of art, mathematics, music, physical education, science, or world history. Experienced elementary and secondary teachers from Spanish-speaking countries may be of particular interest to schools with bilingual education programs for Spanish-speaking students.

School officials interested in considering a teacher from abroad may write to the following address and candidates will be proposed for consideration:

Teacher Exchange Section, DIET
Institute of International Studies
Office of Education, Education Division
U.S. Department of Health,
Education, and Welfare
Washington, D.C. 20202

RELATED PROGRAMS IN INTERNATIONAL STUDIES

Opportunities are available for selected American teachers and prospective teachers of foreign language and area studies to engage in research and training projects abroad designed to promote and improve foreign language and area studies instruction in U.S. schools, colleges, and universities.

The Institute of International Studies in the U.S. Office of Education administers the following types of programs:

Fellowships Abroad (3 to 12 months)

For graduate students: field research for the doctoral dissertation (essentially for use in non-Western European countries).

For established faculty members in higher education: research, curriculum development, or instructional materials preparation related to foreign languages or area studies. (In 1974-75, most grants are expected to be available for research in the Arab Republic of Egypt, India, Pakistan, Poland, and Tunisia.) A limited number of fellowships will be available for use in other countries.

Group Programs (2 to 12 months)

For colleges and universities, consortiums, local and State education agencies, and nonprofit education organizations: summer seminars or curriculum development projects in advanced language training and area studies. (In 1974-75, most grants will be available for use in the Arab Republic of Egypt, India, Pakistan, Poland, and Tunisia.)

A limited number of grants also will be available in certain other countries for a few high priority projects, including advanced language training programs and ethnic heritage workshops.

Interinstitutional Cooperative Research Abroad (1 to 2 years)

For colleges, universities, and State departments of education: comparative and cross-cultural studies on educational problems and methods in cooperation with appropriate institutions in other countries. Research under this program must be related clearly to established Office of Education priorities for improving American education. (In 1974-75, funds are expected to be available for use in the Arab Republic of Egypt, India, Pakistan, Poland, and Tunisia.)

Foreign Curriculum Consultant (8 to 10 months)

For State departments of education, large school systems, smaller 4-year colleges, groups of community colleges, and developing institutions: matching grants to bring specialists from other countries to help plan and develop American curriculums in foreign language and area studies.

For further details and program guidelines, write to:

Division of Foreign Studies
Institute of International Studies
Office of Education, Education Division
U.S. Department of Health,
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